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ABSTRACT

The third part of a five-part Spanish course serves as a curriculum guide to accompany the basic text, "ALM Spanish," Units 21 and 22. The overall goals of the course are to teach students to understand, speak, read, and write at a normal speed any arrangement of lexical and structural material learned. The guide focuses on six areas of language instruction: (1) listening, (2) speaking, (3) reading, (4) writing, (5) culture knowledge, and (6) student analysis of attitudes toward language learning. The guide is divided into five sections: (1) broad goals and performance objectives, which include a breakdown of the six areas of emphasis with practical suggestions on the teaching of each area; (2) course content, which lists the grammatical inventory for Units 21 and 22; (3) suggested expansion of materials to accompany Units 21 and 22; (4) sample evaluations for measuring performance objectives; and (5) references. (LG)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

FL 00 520

FOREIGN LANGUAGE

INTERMEDIATE SPANISH, PART 3
(7505.33)

DIVISION OF INSTRUCTION • 1971

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INTERMEDIATE SPANISH PART 3

7505.33

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

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COURSE DESCRIPTION

In this course students will learn about summer activities in Latin America, the beaches of Perú, radio news in Caracas, Christmas and education in some of the Latin American countries. Some of the grammatical points studied are the "let's" form, indirect commands, exclamatory "qué" and "cómo," relative pronouns, and present subjunctive.

Students will be able to understand, speak, read and write at a normal speed any arrangement of lexical and structural material learned to date. They also will participate in group discussions and oral reports, and will write original sentences and paragraphs utilizing structures taught.

Completion of course 7505.32 or its equivalent is recommended prior to enrollment in this course.

Basic content is that of ALM Spanish, First Edition, units 21, 22.

BROAD GOALS AND PERFORMANCE OBJECTIVES.

These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified:

I. Listening Skills

According to his levels of maturity and achievement, the learner will indicate by overt and/or spoken reaction his:

A. Understanding of the target language spoken at normal tempo.

1. Given orally pairs of sentences, in which one uses the verb in the present tense and the other in the command form, the student will distinguish the "let's" form.

2. Hearing a series of sentences read aloud with three rejoinders each, the student will circle on his answer sheet the letter a, b, or c, according to whether the most appropriate answer is the first, second, or third one read. The content used will be that taught in this course.

B. Understanding of two natives of the target culture speaking on topics within his range of experiences.

1. Hearing twice a selection in which is discussed the differences regarding the school year among Latin American countries followed by sentences in which one or more words are omitted, the student will circle the letter a, b or c, according to whether the most appropriate completion is the first, second or third choice.

2. The student will hear a selection based on materials taught and at the same time look at a page divided into numbered sections of illustrations representing the content of the selection. After hearing the second reading the student will identify with the correct number the proper order of the sections of the picture.

II. Speaking Skills

According to his levels of maturity and achievement, the pupil will speak with intonation and pronunciation acceptable to the teacher. He will:

A. Speak with acceptable pronunciation and intonation.

1. Listening to short dialogs or selections based on the material, the student will react to the content in complete thoughts.

2. Given a topic studied audio-lingually, the student will ask/answer questions relating to the content.

B. Recognize structural or grammatical signals by applying them correctly in pattern drills.

1. Given basic pattern sentences and a subject cue, the student will change the verb into the correct form and tense.

2. Hearing two simple sentences, the student will create from them one correct complex sentence.

3. Given one basic sentence in the indicative and an introductory clause, the student will form a new sentence utilizing both elements and making necessary changes in the verb.

C. Speak satisfactorily on topics within his range of development.

1. Given a picture the student will describe it orally.

2. Given a selection (by reading or listening), the student will summarize the content for the rest of the class.

3. After receiving conversation stimulus, the student will create and tell a brief story.

D. Sing songs and recite poems in the target language Given the opportunity to celebrate a birthday party or any kind of party in the Spanish Club, the student will sing and/or recite as directed.

E. Speak the target language in every day situations.

1. Given a topic studied in this course, the student will participate in a panel discussion.

2. Given a topic studied and two minutes for preparation, the student will speak extemporaneously.

III. Reading Skills

According to his levels of maturity and achievement, the pupil will demonstrate by oral or written reaction his:

A. Skill of oral reading as evidenced by correct intonation and juncture.

The learner will read aloud any material previously learned audiolingually with 90% accuracy.

B. Skill of reading specially written materials that introduce new vocabulary and grammar progressively.

1. Given a selection to read with ten multiple choice questions, the student will choose the correct answer for seven.

2. Given the same material and ten questions to check comprehension, the student will answer in either language seven of the questions correctly.

C. Skill of reading newspapers of the country whose language is being studied.

1. Given a newspaper of the country whose language is being studied, the student will read orally in a meaningful manner acceptable to the teacher.

2. Given the same newspaper, the student will read a short article of his choosing and summarize for the class.

D. Skill of reading with direct comprehension what has been mastered audiolingually.

Given a reading comprehension selection, the student will read in a specified time and then discuss it in either language.

IV. Writing Skills

According to his levels of maturity and achievement, the pupil will:

A. Copy in the target language what he has previously heard, spoken and read with 95% accuracy.

B. Write from dictation, demonstrating competence in the use of punctuation.

Participating in dictation contests, the student will perform with 85% accuracy.

C. Write answers to oral questions or rejoinders to statements that have been practiced.

Asked ten questions or statements requiring rejoinders, the student will write answers to seven.

D. Construct original sentences following a model with a controlled vocabulary.

Given a model sentence with directions for changes, the student will follow the directions and make all the other consequent necessary changes.

E. Replace portions of sentences, keeping the sentence structure intact.

Given a model the student will write sentences.

Ojalá que Juan no trabaje mañana.

Tú /venir/ esta tarde.

F. Write or build sentences keeping the structure.

1. Given various elements of a sentence, the student will rewrite them in good sentence order.
2. Given a simple sentence, the student will write three variations of the sentence by adding different modifiers to the subject.
3. Given a simple sentence the student will add modifiers to each element of the original.
4. Given a basic sentence, the student without eliminating or adding words will write the same sentence in two ways.

G. Rewrite a paragraph changing one key structural element and making all other consequent necessary changes.

Given a short paragraph in the present indicative, the student will rewrite using the present subjunctive.

H. Write a directed narration.

Given a list of activities occuring in a story or TV program, the student will construct a narrative covering the items in the list.

V. Culture knowledge-According to his levels of maturity and achievement, the pupil will:

A. Identify eight statements regarding vacations in LatinAmerica when given fifteen from which to choose.

B. Demonstrate recognition of similarities and differences between the learner's educational system and the target educational system.

C. Demonstrate knowledge of the geography and culture of Perú and Venezuela by answering correctly ten short questions of a given fifteen.

VI. Attitude Changes: The pupil

A. Identifies several reasons for studying a foreign language as evidenced by participation in discussion groups, research projects, making of art.

B. Wishes to continue studying a foreign language as evidenced by responses on an attitudinal questionnaire.

C. Pursues actively further study of the target language and culture, as evidenced by seeking additional knowledge, joining language clubs, seeking and corresponding with a pen pal in the target country.

D. Demonstrates an attitude of sympathetic understanding toward the target culture as evidenced by group discussions, oral reports or making of art.

E. Signs for further courses of language study.

COURSE CONTENT

GRAMMATICAL INVENTORY

"Un día de verano" and "El aguinaldo"

1. Let's form
2. ir a + Inf. ---- Let's form
3. Position of reflexive and object pronouns with the "Let's form"
4. Indirect commands
5. Exclamatory "qué," "cómo"
6. Position of adjective and noun with "que"
7. Relative pronouns - que, quien
8. Clause relater - que

LEXICAL INVENTORY

NOUNS	NOUNS	NOUNS	NOUNS
aguinaldo	carros	juguete	peligro
[illegible]	carretera	mapa-s	planta-s
[illegible]	clavel	merienda	(el regreso)
[illegible]	colegial	motivo	ropa-s
[illegible]	costumbre	(La Navidad)	sello
balneario	estampilla	Noche Buena	susto
[illegible]	flor	notas	traje de baño
[illegible]	geranio	obrero	túnel
[illegible]	(La Herradura)	orilla	vaivén
buzón	ilusión-es	paquete	viento
cálculos	[illegible]ción	par	

VERBS	ADVERBS	ADJECTIVES
aceptar	acaso	antiguo-a-s
agradar	antes	diverso-a
aprovechar	excepto	dormido-a
arrojar	finalmente	gratis
bajarse	verdaderamente	inmensas
cargar		obediente
coincidir	CONJUNCTION	picado-a
comentar	ni siquiera	quieto
depositar		
enojarse	EXPRESSIONS	
enterarse (de)	A Dios no se le da gato por liebre	
lograr	a ver ---- vamos a ver	
lustrar	hacer cola	
nadar	hacerse tarde	
notar	¡qué esperanza!	
planear	tirarse de cabeza	
portarse		

COURSE CONTENT

GRAMMATICAL INVENTORY

"Un boletín de noticias" and "La enseñanza en Latinoamérica"

1. Forms of the present subjunctive: present subjuntive after ojalá. (ar-er-ir-verb endings)
2. Present subjunctive in noun clauses
3. Present subjuntive in noun clauses as subjects of impersonal verb phrases

LEXICAL INVENTORY

NOUN	NOUN	NOUN	NOUN
academia	desastre	importancia	occidental
acuerdo	disciplina	Inspector	Panamericano
asignatura	división	instituto	plan
asunto	educación	jurado	policía
auxilio	ejemplo	liceo	porcentaje
bachiller	enfermera	lío	programa
boletín	enseñanza	local	radio
bombero	equipo	locutor	región
caja	examen	Londres	restorán
capital	extranjero	lluvia	secundaria
carnet de conducir	fuente de soda	material	similaridad
choque	geografía	medicina	sistema
ciencias	gobierno	medida	situación
cigarrillo	grado	menú	solución
círculo	hemisferio	mozo	sótano
cruz	herido	noticias	terremoto
cuenta	historia	objeto	víctima

VERBS	ADVERBS	ADJECTIVES
consistir(en)	severamente	central
		colectivo-a
EXPRESSIONS		diferente-s
salir bien		económico-a
para el ....viernes, sábado, etc		estricto-a
llevarse a efecto		final-es
por ejemplo		intensivo-a
es decir		necesario-a
tener en cuenta		nervioso-a
por lo menos		numeroso-a
es preciso		obligado-a
		particular-es
		probable- s
		prohibido-a

SUGGESTED EXPANSION OF MATERIALS

"La vida en el colegio" y "Las cosas menudas" by Azorín in Brief Spanish Review Grammar and Composition* are recommended for highly motivated students. Many types of exercises can be developed to assure comprehension and manipulation of content in the above articles.

1. Listening comprehension
2. Multiple choice
3. Completion
4. Rejoinders
5. Question-answers
6. True-false

etc.

*Adams, Nicholson B. Brief Spanish Review Grammar and Composition. Revised. New York: Holt, Rinehart and Winston, 1957

Listening Comprehension Exercise

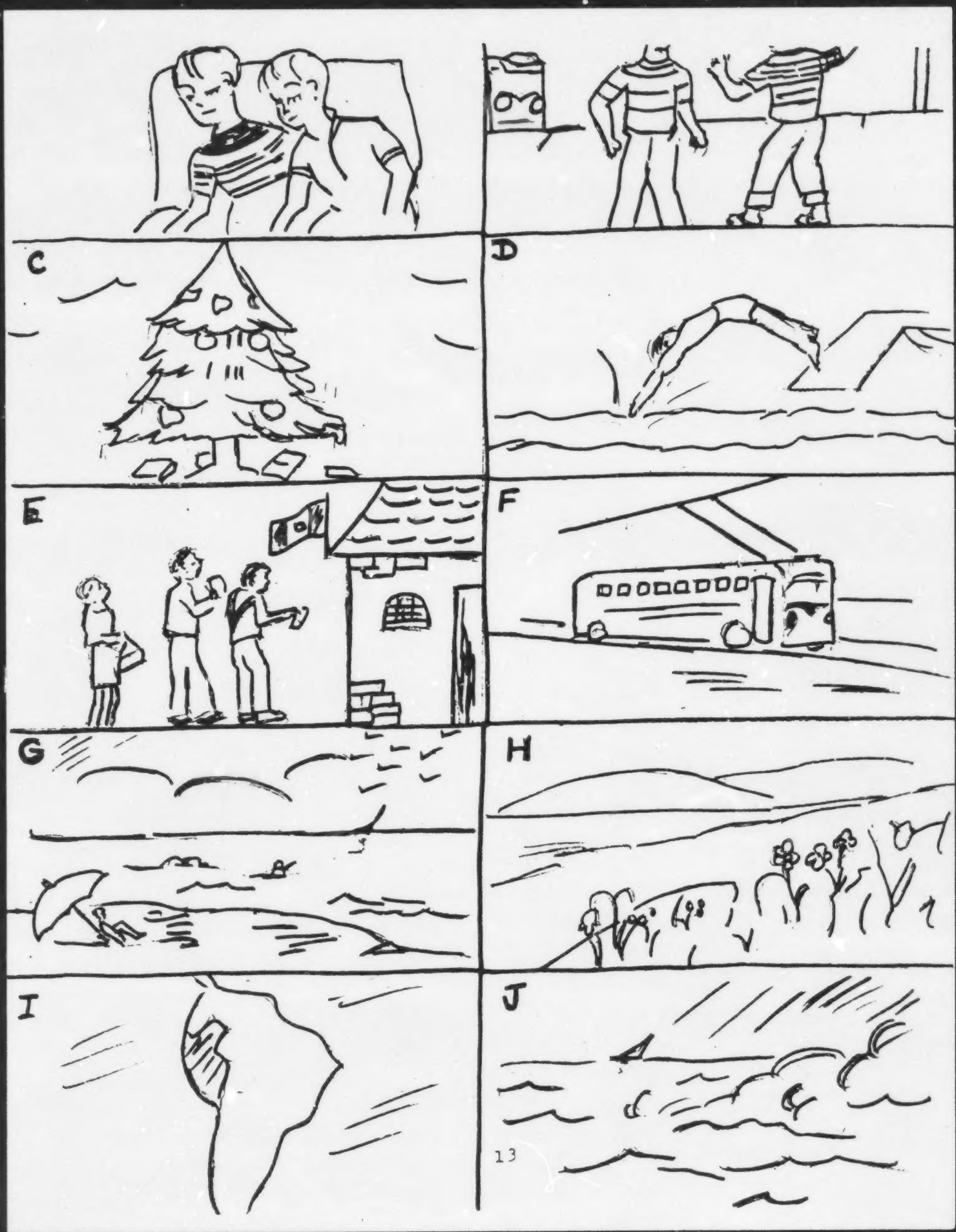
A story is going to be read twice. After listening to it for the second time the student will write sequentially the letters of the picture which correspond to the activity of the story.

Un día de verano en el Perú

Esta historia tuvo lugar en el Perú. El verano coincidía con las Navidades y los muchachos se preparaban para ir a la playa a bañarse y a tomar el sol. Les gustaba ir en tranvía.

Antes de salir, Luis y Alberto fueron a la oficina de correos para enviar unos paquetes con regalos a sus amigos y familiares. Como había muchas personas haciendo lo mismo, tuvieron que hacer cola. Después de esperar una hora los amigos se fueron a la parada de los tranvías. Durante el viaje vieron muchas flores hermosas.

Después que llegaron a la playa se divirtieron mucho nadando y tirándose de cabeza al agua. Alberto, que era muy valiente, se alejó de la orilla aunque el mar estaba picado y hacía mucho viento. Cuando regresaban, se quedaron dormidos. ¡Estaban muy cansados!


C
D
E
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J

ANSWER SHEET

Un día de verano en el Perú

Direcciones: Escriba las letras que están en los cuadros siguiendo el orden en que aparecen en la historia

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SUGGESTED PROCEDURES

1. Native speakers from different Spanish-speaking countries should be invited to speak about their countries, customs and institutions. This practice gives the students an opportunity to learn culture as well as to listen to different voices and accents.
2. Many variations of any body of material are necessary, therefore, regardless of the quantity available, the teacher will find satisfaction in creating his own recombination narratives and in seeing the positive reaction of the students.
3. As the students read specially written materials that introduce in a controlled manner new vocabulary and grammar, the explanation of this material can then been presented. It has been found successful for the teacher, when the new items are reached, to practice them through well prepared exercises.
4. One technique which encourages students to write is to assign them to relate something heard or read or seen on TV. This might just be simply a list of actions that occurred with the noun or pronoun subject. The next assignment could be to use modifiers, etc.
5. The teacher should be very careful in asking examination questions on content not to be found in the text. Such materials would have to be carefully explained in class.

SAMPLE EVALUATIONS

Instrument for measuring performance objective IA-1

A list of pairs of sentences will be read aloud which in each pair one verb is in the present tense while the other is in the command "let's" form.

Indicate the sentences in command form circling a or b on the answer sheet.

1- a. Esperemos aquí

b. Esperamos aquí

2- a. Vendemos el coche

b. Vendamos el coche

3- a. Subamos al tranvía

b. Subimos al tranvía

Instrument for measuring performance objective IIB-1

Listen to the basic sentence, then the cued subject pronoun and change the sentence to use the cue.

Ojalá que yo venda el coche.

--------- tú ----------

-------- ellos ----------

-------nosotros----------

----------Ud.----------

----------ella----------

Instrument for measuring Performance objective IIB-3

Listen to a basic sentence and an introductory clause, then verbalize a new sentence utilizing the two elements and making the necessary changes.

Basic sentence	Introductory clause	The student says
Juan estudia mucho	Es posible que	Es posible que Juan estudie mucho
Marcia no es bonita	Es lástima	Es lástima que Marcia no sea bonita
Mi primo viene mañana	Es probable	Es probable que mi primo venga mañana

Instrument for measuring performance IIID

After reading the following paragraph, answer the questions in either language.

Juanito y Rosita son dos jóvenes venezolanos que asisten a un liceo de Caracas. Aunque no son buenos estudiantes, han sacado buenas notas este año porque es el último. Los padres de Rosita quieren que ella vaya a la Universidad el año próximo. Los de Juanito, por el contrario, desean que él trabaje en una oficina pues están planeando ir a los Estados Unidos el verano que viene.

1- ¿De qué nacionalidad son Juanito y Rosita?

2- ¿A dónde asisten ellos?

3- ¿Son los jóvenes buenos estudiantes?

4- ¿Qué quieren los padres de Rosita?

5- ¿Qué desean los padres de Juanito?

6- ¿Qué va a hacer la familia de Juanito?

Instrument for measuring performance objective IV E

Write a new sentence, using the items in the order given to replace the appropriate words in the original sentence. Make any necessary changes in the sentence.

1. Busquemos a María en la clase.

   llamar / niños / escuela.

2. Ojalá que ellos lleguen temprano.

María / ir / mañana.

Instrument for measuring performance objective V - C

Answer the following questions: (Use English or Spanish)

1. ¿Dónde están el Perú y Venezuela?
2. Localice el Perú en el mapa.
3. Localice a Venezuela en el mapa.
4. ¿Cuál es la capital del Perú?
5. ¿Cuál es la capital de Venezuela?
6. Explique la diferencia entre cómo se celebra la Navidad en los Estados Unidos y en los países Latinoamericanos.
7. Explique en qué consiste la costumbre de recibir los regalos en las Navidades.
8. Localice las playas de Barranco, Miraflores o la Herradura en el mapa del Perú.
9. ¿Cómo esta organizada en general, la enseñanza en Latinoamérica?
10. ¿Cómo se llaman los centros de enseñanza secundaria?
11. ¿Cuántos años duran la escuela primaria y la secundaria?
12. Compare el costo de la enseñanza en Latinoamérica con la de los Estados Unidos. ¿Cuál es más cara?
13. ¿Cree Ud. que la disciplina es más estricta en Latinoamérica que en los Estados Unidos? ¿Por qué?
14. ¿Qué es un jurado examinador y cuándo se usa?
15. ¿Cómo es el porcentaje de los estudiantes que asisten a las universidades comparado con el de los Estados Unidos?

Instrument for measuring performance objective VI

Please check the answers - Don't sign.

1- Are you satisfied with the course?

Why?

Why not?

2- Which part of the course did you like best? Underline.

Which part of the course did you like least? Check.

a. talking

b. discussions

c. listening to native speakers, tapes and records

d. reading

e. writing

f. music

g. projects

h. culture and geography

3- Would you like to continue studying Spanish?

Why?

Why not?

4- In case you continue studying Spanish, what would you like best?

a. speaking

b. reading

c. writing

5- Would you like to learn Spanish Literature?

Why?

Why not?

6- Would you like to study another subject in Spanish?

a. business education courses

b. Latin American history

c. home economics

d. _____

7- In case that you continue studying Spanish, would you like to visit Spain or South America?

Why?

Why not?

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